



# **Behaviour Policy**

**January 2023**

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## ***Aims and Objectives***

The school has five core values and our behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to work together to create a safe learning environment.

We aim to promote positive behaviour at all times. We expect all staff and children to greet children and staff on corridors, hold doors open and contribute to a warm and welcoming environment in school where all members of the school community feel safe and valued.

Layton Primary School aims to follow the 5 R's:

- To encourage and praise positive **relationships** with peers. Self-respect and mutual respect for others: own and others' beliefs, premises, contents and our environment.
- To develop every child's self-discipline, full potential, and independent learning through promoting **resilience** and an, 'I can do' attitude.
- To provide all stakeholders with opportunities to become **risk-takers**, aiming to build a whole-school belief system where all can 'have a go' and mistakes are seen as a learning resource.
- To build **reflective** learners; pupils and adults that are able to revise and review their behaviour and work. To develop politeness and good manners and promote kindness and helpful behaviours.
- To develop **resourcefulness** in all our children. Develop the ability for children to cope in any situation they are faced with in school and in the wider community.

## ***Rewards and feedback***

The school has a growth mindset philosophy, the focus is on task focus feedback not ego focussed feedback. Research suggests that task focussed feedback has far more impact on the development of emotional regulation leading to improved behaviour.

We have high expectations of all children at Layton Primary. The reward system reflects those high expectations. We praise and reward children for good behaviour in accordance with the 5Rs:

- Individual dojo points are rewarded based on feedback, consistently across the year group and the school, based on the 5Rs. Maximum 50 dojos per term.
- Visits to share work that embodies the 5Rs to classes throughout school, Team Leaders and SLT.
- Texts and good news postcards home.

Throughout the whole school, children will be rewarded with Dojo points. These points will be tracked and rewards given accordingly; rewards will be given in assembly to showcase those children that have worked hard to demonstrate excellent behaviour:

- 50 points Bronze Award
- 100 Points Silver Award
- 150 Points Gold Award

## ***Effective feedback***

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

Adapted from Wiliam, Thompson 2007

## ***Sanctions***

- A traffic light system is in every class – red, amber and green. Children will be given warnings before moving to each stage.
- Adults to address behaviour, brief comments such as four on floor thank you, facing the front thank you, back to work thank you, should be used as general reminders before a warning.
- Please see exclusions policy for serious or repeated refusal to comply with school norms and behaviour.

## ***Role of Headteacher/Senior Leadership Team (HT/SLT)***

It is the responsibility of the HT under the School Standards and Framework Act 1998 to implement the School behaviour policy consistently throughout the whole school, and to report to Governors when requested. It is also the responsibility of the HT to ensure health, safety and welfare of all children and staff in school.

Layton School is an inclusive school however, some behaviour may be deemed serious enough to warrant a fixed term or permanent exclusion. These are at the discretion of the Head Teacher and will follow the Government guidelines on school exclusions reflected in our Exclusions Policy.

If on any occasion, a child displays severe physical aggression of any sort, staff will call SLT. The safety and wellbeing of all pupils and staff at this point is paramount.

## ***Role of Parents/Carers***

Parents are expected to support implementation of our behaviour policy and sign the home school agreement when their child starts at Layton Primary School.

We expect all adults to behave in a reasonable and civilised manner towards ALL school staff. Incidents of verbal or physical aggression towards staff will be taken extremely seriously, and may be referred to the Police for further action in line with our Zero Tolerance Policy.

### ***Keeping Parents/Carers Informed***

- All parents to be informed when child moves to red on the day.
- If a child is placed on red three times, a meeting will be held with parents and their year group team leader.
- Should behaviour not improve, concerns will be escalated to SLT.

### ***Out of School Activities***

Permission letters for out of school activities must clearly state that if a child displays behaviour which is deemed to be a health and safety risk or is not of a standard high enough to deserve a reward then the child will not be permitted to take part in the activity. Alternative arrangements will be made to accommodate the learning needs and supervision of the child in school.

For those children who have identified Special Behavioural Needs parental supervision or additional school supervision may be requested dependent on individual circumstances. This must be a joint agreement with staff, parents and SLT.

### ***Exceptional Circumstances***

In cases where a child poses an extreme danger to him/herself or others, a member of staff may have to restrain immediately. Where possible this will be done by a trained member of staff and in accordance with our Control and Restraint Policy. All incidences of restraint will be recorded immediately after the event using the official forms attached to the policy and discussed with parents.

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Authors: SLT

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